



ACADEMIC AND CAREER PLANNING

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ACP Basics

What does ACP stand for?

ACP means Academic and Career Planning *or* Plans.

“Planning” emphasizes the Process; “Plans” indicate the “Product.”

What is ACP?

Academic and Career Planning (ACP) is a collaboratively developed, student-driven process for planning for success in middle school, secondary school, and post-secondary academics and career development. Also known by some groups as [Individualized Learning Plans \(ILP\)](#), research on the benefits indicates that the ACP process increases student motivation, engagement, school connection, and awareness of individual strengths and weaknesses. Students utilizing ACP also improve their understanding of postsecondary options, better connect their goals to educational coursework and career goal activities, and engage in long-term planning for life after high school graduation.

The term ACP refers to both a **process** that helps students engage in academic and career development activities and a **product** that is created and maintained for the student’s academic, career, and personal advancement. These student-owned planning and monitoring tools help students create personalized programs of study that are aligned with high school graduation requirements, personal interests, and individually-defined career goals.

SEE CHART at: <http://acp.dpi.wi.gov/whatsacp>

What are the process features of *quality* ACP?

Quality ACP features include alignment with current [Education for Employment \(E4E\) law](#), and the [Wisconsin Comprehensive School Counseling Model \(WCSCM\)](#) and [Wisconsin Common Career Technical Standards \(WCCTS\)](#) with opportunities that incorporate self-exploration, career exploration, and career planning & management activities.

The ACP Model is **KNOW-EXPLORE-PLAN-GO**

- **KNOW- *Who am I?***
 - Self-awareness activities
 - Exploration activities
 - Individual goal-setting
- **EXPLORE- *What do I want to do?***
 - Career awareness assessment
 - Career research
- **PLAN- *How do I get there?***
 - Connecting middle and high school instructional activities with preparation to enter a particular field of interest.
 - Work-based learning opportunities
 - Extra-curricular and community-based learning experiences
 - Postsecondary training options
 - Financial plan to cover cost of postsecondary training
- **GO- *Do IT!***
 - Update *at least* Quarterly

- Adapt/Modify Intentional Sequence of Courses
- Adapt/Modify Personal Goals
- Adapt/Modify Career Goals
- ACP Conferencing

How is ACP different from what I am doing now?

It may not be all that different from what you are doing now depending on how thoroughly you are implementing the current components of the [Education for Employment \(E4E\) law](#) and the [Wisconsin Comprehensive School Counseling Model \(WCSCM\)](#). ACP should not be viewed as another new initiative, but rather be considered part of an ongoing process of implementation, review, evaluation, and refinement as a district implements the components of college and career readiness. Furthermore, ACP reinforces similar requirements already in place for special populations under the Individuals with Disabilities Education Act (IDEA) and Career Technical Education Programs of Study mandated by federal Carl Perkins funding.

On the other hand, schools may be struggling to fully implement E4E and WCSCM or achieve the respective goals and purposes. ACP is built on a strong paradigm of and commitment to student-centered and student directed processes. Moving your school, the entire staff, and even your community toward this paradigm and commitment may be the biggest difference from what is currently being done.

Fortunately, a district self-evaluative assessment, cross-walk chart, and other resources are being developed to aid districts in the development and refinement of the ACP process including ways to ensure they are student-centered and student-directed.

How is ACP different from other “individualized” programs?

There is a difference between personalization, differentiation, and individualization in education; however, many times the terms get used interchangeably. Originally compared in the U.S. Department of Education [2010 Education Technology Plan](#); [Barbara Bray/Kathleen McCluskey](#) created a chart to help clarify these terms. Please note that these definitions all address teaching and learning as an element of coursework. ACP, also known as an [Individualized Learning Plan \(ILP\)](#), comprises many of the same elements of “Personalized Learning” but encompasses a document and process for defining career goals and post-secondary plans to inform decision-making about courses and activities in high school.

LINK to CHART: <http://www.personalizelearning.com/2013/03/new-personalization-vs-differentiation.html>

SUMMARY:

- Personalization: Student-led learning. Students identify goals, plan their own learning and demonstrate mastery of content in a competency-based system (Wisconsin’s [CESA 1 Institute](#) as an example).
- Differentiation: Teacher-led instruction. Teachers adjust instruction to needs of a group of learners. The same objectives are identified for all students.
- Individualization: Teacher-led instruction. Teachers customize instruction for an individual student. The same objectives are identified for all students with specific objectives for one-on-one support.

How will ACP relate to Education for Employment (E4E) and the Wisconsin Comprehensive School Counseling Model?

Quality ACP features include alignment with current [Education for Employment \(E4E\) law](#), the [Wisconsin Comprehensive School Counseling Model \(WCSCM\)](#) and [Wisconsin Common Career Technical Standards](#)

[\(WCCTS\)](#) with opportunities that incorporate self-exploration, career exploration, and career planning & management activities.

The difference between an E4E program and ACP is primarily one of scope. E4E programs are K-12 programs developed at the district level, and while they are available to all students, participation is voluntary. The ACP provision will require every student in grades 6 through 12 to have an ACP. The content for E4E programs should give districts a strong head start on developing curricula and tools for use with ACPs.

The state-adopted Wisconsin Comprehensive School Counseling Model, although not mandated for school districts, may be useful for setting accountability goals and developing or identifying standards-aligned curricula.

In addition to professional development and implementation tools, a self-evaluative assessment and cross-walk chart will be developed during the course of the ACP project to aid districts in the development, implementation, and refinement of the ACP process.

ACP State Planning

What is the State Plan for the ACP Roll-Out?

As we move forward toward the vision Superintendent Evers has outlined in Agenda 2017, a DPI multi-division team is working with an external **ACP Advisory Council** to advise on the development of several resources that would support statewide implementation of Academic and Career Planning. Targeted resources include:

- **Integration** with other education and workforce initiatives and groups
- Creation of **quality standards and administrative rule**
- Development of ACP **implementation guidance** for districts
 - Educators
 - Administration
 - Students & Parents
 - Business & Community Leaders
- Development and implementation of intensive **professional development** systems, including training modules
- Development and implementation of a **communication and marketing** campaign
- Development of an ACP **evaluation system**
- Selection of statewide web-based career development **software system** platform

While planning, development, and testing timeframes are subject to change, the timeline on the new [ACP Web Site](#) should be consulted for progress updates on the state ACP project. Wisconsin Statute [115.28\(59\)](#) states “Ensure that, beginning in 2017-18 school year, every school board is providing academic and career planning services to pupils enrolled in grades 6 to 12 in the school district.” At this time, two pilot phases are planned for 2015-16 and 2016-17.

STAY CURRENT by signing up for ongoing project information [on the website](#) via the email listserv and ACP Blog.

How are/were the ACP project requirements informed?

A multi-agency and stakeholder Task Force group was convened in early 2013 by the DPI multi-division team to inform DPI regarding the requirements for the ACP project. This Task Force utilized recommendations made by the 2012 Governor’s Council on College and Workforce Readiness to create the State Plan for ACP project priorities described above.

Starting in March 2014, this original Task Force, along with additional stakeholders, will now comprise a larger **ACP Advisory Council** that will review and comment on development, testing and implementation of ACP components and materials.

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What is Administrative Rule?

A rule has the effect of law and is issued by an agency, such as DPI, to implement, interpret or make specific legislation administered by the agency.

What is the process for developing Administrative Rule?

The first step in the rulemaking process is preparation of a scope statement that sets forth information about the agency's intended rulemaking, including the objective of the proposed rule, the statutory authority for the rule, and a description of all entities that may be affected by the rule. Once a scope statement has been published and approved, drafting the rule can begin. After an initial draft of the rule is complete, the Department will send the rule to the Legislative Rules Clearinghouse. Once a permanent rule is submitted to the Rules Clearinghouse for review, the Department will hold a public hearing before the rule is submitted to the Legislature. Then, once the legislative review of the rule is complete, the Department publishes the rule and the rule becomes effective.

What is the timeline for the ACP Administrative Rule?

In the summer of 2013, Wisconsin passed a budget bill that included funding and legal authority for DPI to develop academic and career plans. More specifically, the State Superintendent must:

- (a) Ensure that, beginning in the 2017-18 school year, every school board is providing academic and career planning services to pupils enrolled in grades 6 to 12 in the school district.
- (b) Procure, install, and maintain information technology, including computer software, to be used statewide by school districts to provide academic and career planning services to pupils in grades 6 to 12.
- (c) Provide guidance, training, and technical assistance to school districts and school district staff, including teachers and counselors, on how to implement model academic and career plans, including training and technical assistance that is necessary to implement the information technology.
- (d) Promulgate rules to implement the three requirements above. (s. [115.28\(59\), Stats.](#))

A scope statement has been published and approved for academic and career plans:

- [Creating PI 49 Relating to Academic and Career Plans](#). DPI is required to promulgate a rule that outlines how to ensure that every school board is providing academic and career planning services to pupils enrolled in grades 6 to 12 beginning in the 2017-18 school year.

It is DPI's plan to draft the rule with the ACP Advisory Council and submit it to the Legislative Rules Clearinghouse by October 1, 2014. Public Hearings on the rule are tentatively planned for November 2014.

ACP Funding

Will any of the allocated state money be distributed directly to school districts?

At this time it is unknown how the allocated funding will be distributed long term. Initially, in the first three years, from 2014-2017, it is anticipated that all funding will be needed to procure, test, and implement a state-wide ACP software system, as well as provide for development and delivery of training and professional development.

ACP Connections to other Educational Initiatives/Programs

Who will participate in ACP?

All students enrolled in grades 6 through 12 in a school district will participate in ACP. This includes students with disabilities who have IEPs and Section 504 accommodation plans and English Language Learners.

What is the difference between ACP and an Individual Education Plan (IEP)?

ACP is not required by federal law, rather it is a state requirement. ACPs will not replace IEPs. ACP is intended as collaboratively developed, student-driven process for planning in middle school through high school leading to a successful postschool transition. The ACP process and product is expected to further reinforce and provide additional support to the student with a disability as they transition from grades 6 through 12 to postschool academic and or career options.

How will ACP work with a student's IEP?

It is anticipated the state ACP software will have the capability to establish interoperability between the two systems in order to avoid duplication of information. However, interoperability is unknown at this time until the software system is procured.

Who will be assigned to assist students with disabilities on their ACP?

ACP is a collaboratively developed, student-driven process for planning in middle school through high school that leads to a successful transition to postschool academic and or career options. We anticipate the guidance document will provide example scenarios that focus on the ACP process and product for the individual student.

ACP Software System

Will using the state ACP software system meet all the requirements of ACPs?

NO. The state selected ACP software system is merely an electronic tool to be used by school districts as part of their overall ACP process. The focus of ACP should be on the process to build relationships that inform, support and mentor students through activities and experiences that help them to plan for their educational, training, and career goals.

When will my district be able to access the state software system?

A more accurate timeline will become available as the state moves closer to procuring a tool. At this time there is uncertainty about when the software will be available for districts to use. The recommendation is to continue to work with current vendors until more information is available.

Will my district be required to use the state ACP software system?

NO. The state selected ACP software system is an optional choice for districts. Districts are welcome to contract and pay for any system they desire as long as the elements of quality ACP are included. These

elements and any reporting requirements will be defined in subsequent administrative rule and guidance documents.

Why aren't school districts reimbursed for their own selected ACP software system?

Wisconsin Statute [115.28\(59\)](#) requires DPI to “Procure, install, and maintain information technology, including computer software, to be used statewide by school districts to provide academic and career planning services to pupils in grades 6 to 12.” This wording restricted DPI flexibility for use of the allocated funding.

When will my school be required to access or use the state ACP software system?

The state selected ACP software system is an optional choice for districts. Districts are welcome to contract and pay for any system they desire as long as the elements of quality ACP are included. These elements and any reporting requirements will be defined in subsequent administrative rule and guidance documents.

If a school district determines it will access and use the state software system, then all students, grades 6 to 12, will be required to use it beginning in the 2017-18 school year.

How does my school district become part of the pilots planned for 2015-16 and 2016-17?

Pilot schools will likely be chosen randomly representing a wide variety of district types (urban, suburban, rural) and sizes (small, medium, large) from different areas of the state (Central, Northeast, Northwest, Southeast, Southwest). If you are interested in participating as a pilot school, please contact Robin Kroyer-Kubicek at 608-266-2022 or at Robin.Kroyer-Kubicek@dpi.wi.gov. Please note that these timeframes are tentative.

ACP Training

What training will be provided to districts on ACP?

At this time training specifics have not been determined; however it is envisioned that professional development and training will occur in a number of different ways including, but not limited to, online training modules, user guides, practice sharing networks, and workshops provided by DPI and other partners.